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Produced by
The National Film Board
of Canada

Government
Publications

Loops to learn by

A new program of
single-concept 8mm film loops
for teaching children with
learning disabilities



Loops to learn by

Loops To Learn By—produced by the National Film Board of Canada under the editorship of M. Sam Rabinovitch, Director of the Learning Centre, Montreal Children's Hospital.

More than two years ago, Dr. Rabinovitch and Mrs. Margaret Golick, Senior Psychologist at the Learning Centre, in close collaboration with a group of film makers, began the painstaking development of a special program of films to meet some of the needs of disabled learners. There are now more than one hundred 8mm films which are designed to help teachers and psychologists provide the specialized training



to overcome some of the common disabilities these children have: short attention span; poor visual skills; poor awareness and poor management of their bodies; inadequate language development; incomplete grasp of concepts of space, time and sequence.

The films incorporate important principles of effective teaching. They encourage active participation by the children and they are full of surprises, making the lessons fun. The intensive repetition made possible by the loop format, permits many children to master material that they could not ordinarily cope with.

Why Film?

The silent single-concept 8mm cartridge film is a new kind of classroom teaching aid. Because it is in a plastic cartridge, even a very young child can show himself a film with little or no assistance from the teacher.

The bright moving image has a compelling forceful effect and engages the attention of even highly distractible youngsters. Once a child is engaged visually, the camera can highlight details of the world around him, details which he has never noticed. Through lighting, setting, composition, color, movement, his attention is directed to the relevant aspects of the lesson on the screen. Some of the National Film Board's most creative film makers have set out to make these films as attractive, entertaining and effective as possible.

The National Film Board's *Loops To Learn By* films have been tested extensively at the Learning Centre, Montreal Children's Hospital, and in schools and clinics throughout Canada and the United States. Films which did not measure up during this evaluation stage were then modified, redone or rejected. Comments and suggestions of teachers and psychologists who used the films were incorporated in subsequent films.

On the basis of their extensive experience working with children having learning difficulties, Margaret Golick and Renee Stevens of the Learning Centre have written teacher's manuals discussing the problems of these children and describing the use of the film loops with such youngsters. They have also prepared individual guides for each of the films.

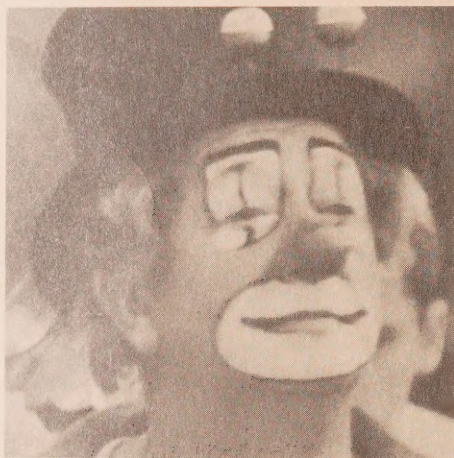
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Grouping of Films

The films have been grouped into six series, each concentrating on one important aspect of learning disabilities. Within each series there are enough films to be a real help to a teacher planning a remedial program, enough to provide the variety necessary to maintain the children's interest and involvement. Experience with the film loops indicates that the most effective procedure is to use each series as an integrated group and to make their use a routine part of the day's work.

Look At It Series



A group of 32 loops for the development of a variety of visual skills.

- One group of films in this series gives practice in tracking. It is the child's job to follow a moving image through its progress across the screen. The tasks range from the simple one of following a dot on a path without background distractions, to keeping track of one of a series of cups in increasingly difficult versions of the old shell game. Both animation and live photography have been used.
- A second group of films provides an opportunity to learn form and keep track of a figure in spite of shifts of position, background, color and surface shading. Some of these highlight the relationship of parts to the whole. Animation and live photography have been used. The filmed situations — a boy with a balloon, a clown in a crowd, a farm, an airport — are intriguing enough to keep children watching.
- A third group of visual training films stimulates attention and memory. They are essentially visual games and require keen observation and recall.

Learning To Move Series



To assist in a program of developing body awareness (available early in 1969). Several films, through animation or live pantomime, provide situations which feature the face and its parts, the body and its parts, the hands and fingers and their movements. There are three groups of films in this category:

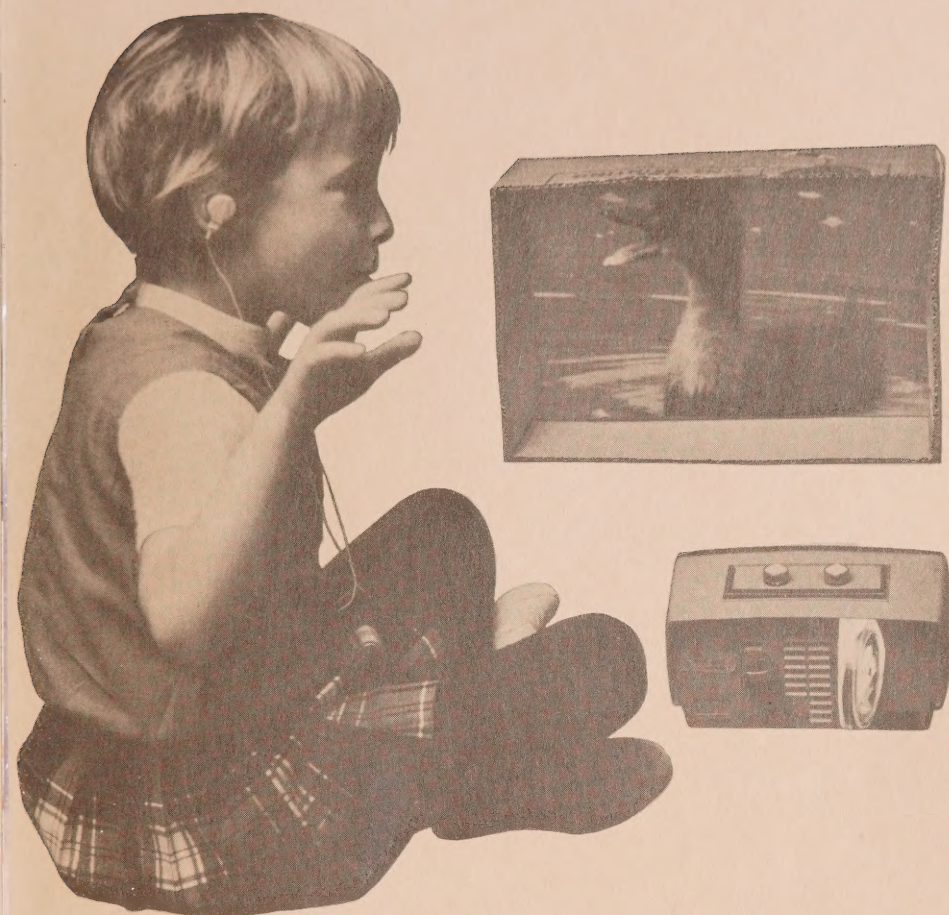
- "Work Along" films, encouraging the child to imitate the body movements on the screen. A clown-like demonstrator provides comic relief.
- A series of hand and finger movements, graded in difficulty but clear and easy to attend to, for the child who needs practice in learning to use his hands more precisely.
- Films to watch for fun, where an unusual situation or unexpected arrangement compels the child's attention to the parts of the body and their relationship to each other.

Talk About It Series



For helping language development. The bright clear images ensure the child's attention to the objects or activity. The teacher may name or describe what is being seen to help build vocabulary; or the child may be encouraged to do the talking to help develop his expressive abilities. Films in the category include:

- "Quickflash" — brief, vivid shots in succession depicting nouns, adjectives, verbs and prepositions.
- Simple stories to relate in sequence.
- Funny situations that are intriguing enough to stimulate talking in the most reticent youngster.
- Several series of opposites and comparisons for the child to judge and label.
- Pantomimes. Because gesture and pantomime are an essential part of language, there are films which encourage the child to name the activity in a series of pantomimed action shots. The pantomime is followed up with props in each case. This provides an opportunity for the child who is poor at interpreting gestures to check his guesses.
- Reactions. Reading facial clues is another important step in communication. Children who find it hard to sort out the relevant from the irrelevant may be at a disadvantage in many social situations because they may not be attending to the crucial elements in the situation. A series of episodes show an actor experiencing events that evoke his pleasure, sadness, frustration, pain, fear. The camera zooms in each time on his expression to help children detect important facial clues to his feelings.



Reading and Writing Series



To highlight the difference between frequently confused pairs of letters: "b and d" and "p and q" and to provide a model for basic writing movements and strokes.

The moving image provides a model that the child can actually trace as it is produced, if the image is projected onto a blackboard or sheet of paper. This gives him a unique opportunity to practice the smooth, regular sequential movements he must learn. Some of these films include shots of objects which begin with the letters being taught e.g. "ball", "doll", "bird"; as the child practices the difference in direction that distinguishes these letters, he can also learn their sounds.

Think About It Series



To encourage clear thinking and the development of strategies for problem solving. This includes films with exercises in categorizing; other films are designed to increase understanding of number, space and time. Film permits these concepts to be highlighted in new ways. A film can go backwards to show events happening in reverse. Separate events can be shown simultaneously to emphasize their relationship. Simultaneous events can be separated for a child who has trouble grasping too many variables at once.

Do It Series



For teaching simple skills. Demonstrations in clear, slow steps illustrate tying a shoe-lace, simple paper crafts, and other sequential tasks. Because he can use the stop button to halt the demonstration when he wants to study a particular move more closely, because he can watch again and again, a child who is slow to learn these tasks in the classroom will gradually be able to master them aided by the film.

Loops to Learn By

Although originally designed for children with learning disabilities, the *Loops to Learn By* films may be useful in a variety of situations. Comments from teachers and psychologists who have tried them with other types of children indicate that *Loops to Learn By* promise to be useful in a wide range of educational projects with the normal child and in teaching deaf, retarded, emotionally disturbed and physically handicapped children.

Loops to Learn By are supplied in either Super 8mm or Standard 8mm cartridge for use with the appropriate Technicolor loop film projectors. National Film Board loop films are not available for rental.

It is recommended that *Loops to Learn By* be used in complete series for maximum effectiveness. Each series comes with teaching manual, individual film guides, and matching picture labels on cartridge and box to facilitate use by non-readers.

Purchase Information

In Canada

The Canadian educational prices for *Loops to Learn By* are:

Super 8mm format: \$17.00 each loop
Standard 8mm format: \$14.00 each loop

Look at It Series (32 loops):

Super 8mm format: \$544.00
Standard 8mm format: \$448.00

Learning to Move Series (28 loops):

Super 8mm format: \$476.00
Standard 8mm format: \$392.00

Additional manuals are available for \$1.25 each.

For more information about preview or purchase of *Loops to Learn By*, please write to:

Loops to Learn By
National Film Board of Canada
P. O. Box 6100
Montreal 3, Quebec

In the United States

Information about preview arrangements and U.S. prices for *Loops to Learn By* should be obtained from the U.S. distributor:

Text Film Division
McGraw-Hill Book Company
330 West 42nd Street
New York, N.Y. 10036

Write for more information about the following series (available soon):

Talk about It

Think about It

Do It

Reading and Writing

